

THE IMPLEMENTATION OF PROJECT-BASED LEARNING BY USING WALL MAGAZINE AS STUDENTS' PROJECT IN TEACHING WRITING DESCRIPTIVE TEXT

Karina Swasti Kusuma Wardhani

English Education Program, Faculty of Language and Art, Surabaya State University, karina.swasti@gmail.com

Dr. Oikurema Purwati, M.Appl.

Surabaya State University

ABSTRAK

Latar belakang masalah dari penelitian pada skripsi ini berdasarkan fenomena di lapangan bahwa menulis adalah skill yang sulit untuk dipelajari. Bagaimana pun juga para siswa harus mempunyai kemampuan untuk menulis dengan baik seperti yang dijelaskan didalam kurikulum 2013. Berdasarkan kompetensi dasar, murid kelas tujuh haru bisa menulis sebuah teks deskripsi.

Berdasarkan alasan tersebut, peneliti menemukan penerapan project-based learning untuk mengajarkan menulis teks deskripsi untuk murid kelas tujuh. Pada saat itu proyek yang digunakan adalah majalah dinding sebagai media untuk mempresentasikan tulisan para siswa di sekolah.

Tujuan dari penelitian ini adalah untuk menggambarkan penerapan dari project-based learning dengan menggunakan majalah dinding sebagai proyek siswa untuk mengajarkan menulis teks deskripsi untuk murid kelas tujuh dan juga menjelaskan kemampuan siswa dalam menulis.

Penelitian ini dilakukan dengan menggunakan metode observasi. Dalam hal ini, peneliti bertindak sebagai pengamat yang mencatat setiap kejadian didalam kelas. Setelah melakukan obervasi, peneliti menemukan bahwa project-based learning dapat diterapkan untuk mengajarkan menulis teks deskripsi. Selain itu, proyek yang ditargetkan dapat memotivasi siswa untuk menulis dengan baik. Tujuan utama dari pelaksanaan proyek itu sendiri adalah untuk mendorong siswa dalam belajar, melatih mereka untuk menjadi orang yang berpikir kritis dan bisa menyelesaikan masalah, memberikan mereka sebuah tanggung jawab didalam kegiatan belajar dengan mempraktikannya.

Kata Kunci: *writing, project-based learning, descriptive text*

ABSTRACT

The background of this study based on the phenomenon that writing is a difficult skill to learn. However, the students must have an ability to write well as stated in the curriculum of 2013. According to the standard competence, the seventh graders must be able to write a descriptive text.

For that reason, the researcher found the implementation of project-based learning to teach writing descriptive text in the field for seventh graders. The project was wall magazine as the media to present the students' writing in school public.

Moreover, the objective of this research was to know the implementation of project-based learning by using wall magazine as students' project to teach writing descriptive for seventh graders and the students' writing ability.

After conducted the observation, the researcher found that project-based learning can be implemented to teach writing descriptive text. Besides, the project could motivate the students to write as well. The main goal of conducting the project was to passionate the students in learning, train them to be a critical thinker and problem-solver, give them a responsibility in their own learning and doing, etc.

Keywords: *writing, project-based learning, descriptive text*

INTRODUCTION

In educational field, English becomes the most essential language in all over the world. Many people in

many countries use English as their first foreign language even their second language. Besides, in this global era, students need to master this language in order to be able to face the competition because English covers the field

of technology, science, culture, etc. This condition makes English as a language which must be learnt by people who do not use English as their L1 such as Indonesian.

In Indonesia, English is taught from elementary level to university level. They are firstly introduced as a basic of English as language at their elementary school. Therefore, studying English is not a new thing for junior high school students, but the fact shows that they still find some difficulties in using it. As we know that their L1 is Indonesian which has contrast difference with English such as the using of grammar, vocabulary, pronunciation, etc. However, all the students of junior high school must learn about it as it stated in the curriculum.

It is known that English has four language skills which cover Listening, Speaking, Reading, and Writing. Each of those aspects must be mastered by the students to fulfil the standard competence in the curriculum.

Cimcoz (1999) states that the students are not able to write and having difficulties in choosing suitable words. Therefore, they keep themselves away from the blank paper. Those are the reasons to support that writing is difficult skill to be mastered by the students.

Since writing is one of the skills in English, it has important role in the English learning process. Boardman (2002 : 11) states that writing is an unceasing process which has influential tool to manage enormous events in the development of thinking and organizing, rethinking, and reorganizing. Besides, Massi (2001) also says, "writing is an interactive process by nature since it evolves out of the symbolic interplay between writer, text and reader."

Writing is individual activity and the students must be able to write on their own. The interpretation of the original written by them can be seen when they use choice of sentence structure and the way of sentences are linked together and sequenced. The students have to master the written form of the language and learn certain structures which are important for effective communication in writing. They also have to learn how to organize their ideas in such way that it can be understood by a reader. Thus problems can be happened in the school (Byrne, 1979).

According to Meyers (2005:3), there are six steps in conducting writing, namely, exploring ideas, pre writing, organizing, writing the first draft, revising the first draft, and producing the final copy. Each of step is used to help the students write easily.

Based on the standard competence, descriptive text is one of genres that must be learnt by the first graders of junior high school. Therefore, they must achieve the goal of the learning process in it. Descriptive text is a text which says what a person or a thing is like. Its purpose is

to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail (Bima & Kurniawan, 2005).

Widodo (2008) stated the generic structure of descriptive text as below:

➤ Identification:

1. This paragraph introduces the subject of the description to the audience.
2. It gives the audience brief details about "when, where, who or what" of the subject.

➤ Description:

1. This part consists of several paragraphs which give sufficient description about the object. All the paragraphs in this part build the detailed description of the subject.

In order to develop the linguistic competence of the students' writing skill, the teacher must create a scenario to teach the target of the language effectively in order that the students are enthusiastic, active and interested to be involved in the learning process. In this case, the teacher must find some appropriate methods, approaches, techniques or strategies which can be applied for teaching writing in the classroom. Actually, there are many approaches including project-based learning which can be used by the teacher because many research findings say that this method is effective to use in teaching writing. In addition, project-based learning offers a directional method which grants authentic learning assignments grounded based on the learners' personal interest (Grant, 2011).

Furthermore, Markham (2011) describes project-based learning (PBL) as the application of knowing and doing. PBL does not emphasize education from the core of the curriculum but it focuses more on the education of the students which cannot be taught out of a textbook but must be activated through experience such as passion, creativity, empathy, etc. In this case, by bringing real-life context to the curriculum, students are encouraged to become independent workers, critical thinkers, and lifelong learners.

According to Layman (2009) that is cited in White and Smith's journal (2010), said that there are 9 stages in implementing project-based learning. They are as follows:

1. Setting the stage for students with real-life samples of the projects they will be doing

In this first stage, the teacher has a role as a coach who gives them some directions for

the students to conduct the project. The important task for a coach are monitoring and facilitating them during the project. Moreover, before conducting the project, the teacher must give the students a real example of the projects that is available in the real life.

2. Taking on the role of project designers, possibly establishing a forum for display or competition

The second stage is the teacher let the students design their project by their own. They have opportunities to draw a brief plan with their creativity to be done in the project.

3. Discussing and accumulating the background information needed for their designs

After designing the project, the students are allowed to discuss about the plan of the project with their friends. They need to collect as much as information needed for the design. The information is used to increase the students' understanding and knowledge to be developed with their creativity.

4. Negotiating the criteria for evaluating the projects

Every project has the criteria to be evaluated for the assessment process. In this stage, the teacher and the students negotiate the criteria of the project. It means that the students have to fulfil the criteria given to reach the perfection in finishing the project. Therefore, the competition atmosphere will be created between the students.

5. Accumulating the materials necessary for the project

To create a perfect result of the project, the students need to collect the necessary materials to conduct it. They have to be ready with all the important tools which help them in finishing the project.

6. Creating their projects

In the sixth stage, the students are allowed to start in creating the project.

7. Preparing to present their projects

After finishing the project, the teacher has to give a little time to the students to prepare their selves in presenting their result of the project in front of the class. They must ensure that the project is ready to be presented.

8. Presenting their projects

In this stage, the students must show the project and present it to their friends by telling a brief description about the project. They can deliver their thought freely in the presentation.

9. Reflecting on the process and evaluating the projects based on the criteria established in Step 4

The last, the teacher and the students have to reflect every process in conducting the project by giving comments or feedbacks. Besides, the teacher must give the evaluation about the project based on the criteria given. By doing these, the students can reflect their own ability and improve the lack from the experience.

Actually, there are many projects which can be asked by the teacher to the students in the implementation of PBL approach, but in this study, the researcher finds the use of wall magazine as students' project in teaching writing descriptive text in the field. Nursisto (1999) explained that wall magazine is one of written communication media. It is called as wall magazine because it is presented on the wall. The visual presentation of wall magazine can be in a form of written, picture, or the combination of both. In wall magazine, people can organize the content creatively and arrange it attractively.

Wall magazine usually tangible physical form sheets of plywood, cardboard, or other materials with diverse sizes. They are relatively large size is 120 cm x 240 cm. However, people can customize the size based on their need.

Moreover, on the wall magazine, students can add everything and decorate creatively as interesting as possible. In this case, the use of wall magazine as students' project in the teaching writing descriptive text can give another experience to the students. By giving this such project, teacher is not only promoting and developing the students' writing skill but also their creativity. As it is stated by many experts that PBL emphasizes on the learning by doing through experience which builds students' creativity, enthusiasm, empathy, etc.

Furthermore, in this global era, wall magazine becomes so popular among teenagers. This fact is approved by the available wall magazine competition which is held by one of well-known brand newspapers in Surabaya. This competition has successfully persuaded junior high school until senior high school students to show their creativity through wall magazine. The scoring of this competition does not merely assess the appearance of the wall magazine itself but more emphasize on the content of the writings presented. Therefore, by looking at that phenomenon, teacher can imitate it as students' project in school.

There are two purposes in conducting this study. They are as follows:

1. To describe the implementation of project-based learning by using wall magazine as students' project in teaching writing descriptive text for seventh graders.
2. To explain the students' writing ability in writing after using wall magazine as their project in the implementation of project-based learning in teaching writing descriptive text.

Through this study, the researcher hopes it will bring many advantages for the teacher and the researcher who are related to education fields.

1. For teacher

Hopefully this study can help the teacher to develop their knowledge in using wall magazine as students' project in the implementation of project-based learning to teach writing descriptive text for first graders of junior high school. Besides, the teacher can improve her quality of teaching in the classroom with some interesting projects for the students.

2. For the researcher

This study will increase the researcher's knowledge of using wall magazine as students' project in the implementation of project-based learning in teaching writing descriptive text for first graders of junior high school.

RESEARCH METHODOLOGY

This study was designed as descriptive qualitative research about the implementation of project-based learning by using wall magazine as students' project in teaching descriptive text for seventh graders. The objectives of this study were observing and collecting information as many as possible of the phenomenon in the field. Therefore, the researcher used a descriptive qualitative approach in this study.

Based on Hitchcock and Hughes (1995), qualitative research is focused on the description and explanation of the phenomenon which is happened in environment. It is emphasized in rich descriptive and subjective character of data which is produced by using qualitative approach. Besides, the researchers can process the data in different frame and mind. It means that they can explore the data to be developed in a report of study based on their understanding. The more people give their different thinking; the various conclusions will also be generated to be developed as a theory.

Basically, the most part to do in a qualitative research is collecting the data naturally. It means that the

researchers do not manipulate the situation. Therefore, the requirements of research design which involve adaptability and a tolerance for an adjustment as the research progresses are necessarily needed. Equally, the researcher made an interpretation of the data including developing a description of an individual or setting, analysing data for the themes or categories, and finally making an interpretation or drawing conclusions about its meaning personally and theoretically.

In this case, this research describes the implementation of project-based learning that is used in teaching writing descriptive text for seventh graders by the teacher and the students' achievement in writing. Moreover, the teacher used wall magazine as a project for the students to be done. This condition attracts the researcher to observe and report it in the study.

In this research, the subjects of study were English teacher and the first junior high school students from SMPN 26 Surabaya in the 2013 / 2014 academic year. They were especially from VII-G class. There was a reason why the researcher chooses SMPN 26 Surabaya as the subject of this study because this school cared about the development of education. Therefore, local government of education had chosen this school and several junior high schools in Surabaya to implement the new curriculum of 2013 firstly. This fact attracted the researcher's attention to observe the implementation of project-based learning by using wall magazine as students' project in teaching writing descriptive text according the recent curriculum applied.

The researcher chose VII-G class to be observed because one of English teacher used that implementation there. The teacher was observed as the subject who implements project-based learning by using wall magazine as students' project. The observation from teacher's activity in the classroom was used to describe all the process during teaching and learning activity. Moreover, the researcher observed the students from their result of writing task and the wall magazine. By doing this, the researcher could describe the students' ability after involved in the implementation of PBL in the classroom.

According to Ary et. al (2010), there are three techniques in collecting the data; observation, interview, and document or artefact analysis. In this research, the researcher will use an observation technique. The researcher is going to observe how the teacher implements project-based learning in teaching writing descriptive text. In additional, Cohen (2007:306) said which is cited from Patton (1990:203-5), " Observational data are attractive as they afford the researcher the opportunity to gather 'live' data from 'live' situations.

The researcher is given the opportunity to look at what is taking place *in situ* rather than at second hand.”

In this case, the researcher used non-participant observation technique in collecting the data to answer all the research questions. Based on Koshy (2005), non-participant observation is less subjective. It involves observing actions and interactions, probably sitting in a corner of the room, keep silent, but considerate. The researcher’s task is just to observe and record the events as they occur. She is not allowed to alter the situation in any way. It clearly means that the researcher only sits and observes the implementation of project-based learning, and does not allow to be involved in the process of teaching.

To analyze the data in this study, the researcher followed Miles and Huberman’s theory (1994) who broke down the analysis of qualitative data into three processes which are not sequential steps, but happening at the same time. Those three processes are namely data reduction, data display, and conclusion drawing/verification. Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the field notes, transcription, or other raw of data. Within the context of qualitative data analysis, a data display is an organized and compressed assembly of information. It makes the data compact and accessible. The last, the researcher draws the conclusion obviously.

In this study, the data was obtained from field notes, observation checklist, and students’ score. Firstly, the researcher analyzed the data from observation checklist and process it to be a mature data which was ready to be used. Next, the data was displayed in words form and combined with another supportive instrument in this study. The researcher could not draw a brief conclusion from this data. It was because the data did not describe all the events of the findings yet. Secondly, the data from field note was analyzed as the most related description to the implementation of project-based learning. The researcher displayed the data into words in order that she could develop the findings as large as possible as the description. After that, the researcher could verify the conclusion of the findings and answer the first research question. The last, the data from students’ writing is analyzed to answer the second research question. It described the achievement of the students during the teacher implements project-based learning in the classroom. The data is displayed in words form to give a brief description about the achievement. After that, the researcher drew a conclusion of the findings. To analyse the students’ writing, the researcher used the writing proficiency from Heaton (1989). She focused on the writing elements suggested by him with the criteria

given. The elements are content, vocabulary, language use, organization, and mechanics.

RESULT AND DISCUSSION

This chapter presented and described about the findings of the research based on the research questions. Firstly, the researcher wanted to describe the implementation of project-based learning to teach writing descriptive text which is done by the teacher during the observation. The description was needed to answer the first question of the study. Secondly, the researcher described the students’ writing ability after the implementation of project-based learning to teach writing descriptive text from the students’ writing. By describing it, the researcher directly answered the second research question.

The Implementation of Project-Based Learning

In this part, the researcher described the result of the observation done about the implementation of project-based learning to teach writing descriptive text for the seventh graders of 26 State Junior High School Surabaya. The observation was conducted in class VII G where the teacher implemented it in his teaching process. The researcher did the observation for two days. The first was conducted on 25th November 2013. The second was on 28th November 2013. The time allocated was 2x40 minutes for each meeting. In this observation, the researcher had a role as an observer who sat down behind the class and observed to the all activities and behaviour between the teacher and students in the classroom.

First Meeting

The observation was begun as the first meeting on 25th November 2013. The researcher arrived at 10 A.M to have several conversations with the teacher before an hour the class began at school. The teacher told the researcher about the general characteristics of VII G students.

Setting the Stage with Real-Life Examples

In the first stage, the teacher had a role as a coach who gave them some directions for the students to conduct the project. The important task for a coach were monitoring and facilitating them during the project. Moreover, before conducting the project, the teacher must give the students a real example of the projects that happened in the real life. The first thing to teach the descriptive text in the implementation of PBL to the students, the teacher stimulated his students by asking them to watch the things in their classroom. Then, the students were asked to mention everything in that room. Most of them raised their hand and

mentioned all the available things in the class. After that the teacher showed several pictures through the projector. He asked the students to mention everything in the picture one by one. The next activity was the teacher showed a real wall magazine to the students that consisted of many articles.

Taking on the Role of Project Designer

In this stage, the students had the biggest role as project designer in conducting the project. They could plan and design the project on their own. After that, the teacher began to give a project to the students. He divided the class into 4 groups that consisted of 8 until 9 students in a group. He also told that they had to create their own wall magazine which presented their writing about descriptive text. First of all, the teacher asked them to write a descriptive text about describing place like the example given. He gave them 5 topics about places that must be described, namely my room, my classroom, my school, my canteen, and my house. Each of students was given a choice to choose one topic. After that, the students could design the project after designing the descriptive text.

Second Meeting

The second meeting was conducted on 28th November 2013. The class was begun at 11 A.M. The teacher immediately came to the class because he realized that the students would need much time to finish the project. He entered the classroom and greeted the students politely. Before started doing the project, the teacher called the students one by one to check their attendance list.

Discussing and Accumulating Necessary Background Information

After designing the project, the students are allowed to discuss about the plan of the project with their friends. They need to collect as much as information needed for the design. The information is used to increase the students' understanding and knowledge to be developed with their creativity.

In this part of the stages in the implementation of project-based learning, the teacher gave short explanation about the function of wall magazine.

Negotiating the Criteria for Evaluation

After had a discussion section, the students were given the criteria of a good wall magazine to assess it. Firstly, the teacher explained that the most important thing to evaluate their wall magazine was the original contents of their writing on the wall magazine. It meant that the students must present their own writing on their wall magazine. Secondly,

the teacher would measure the content of each text that were presented whether they were interesting or not. Thirdly, the creativity of the students in decorating wall magazine into an attractive one would be the last to be assessed.

Accumulating the Necessary Materials

The next stages was accumulating the necessary materials, in this part, each of students checked the tools and materials needed. They had decided to use carton as the basic material to make wall magazine. However, the teacher had told them that they could use carton or stereo foam, but they agreed to use the cheapest one.

Each of groups prepared all the tools and materials on the table. They began to accumulate and distribute them to their friend based on the their task in the group. All of them had a role in the process of making wall magazine. Therefore, there was no one who did not involve in the project.

Creating the Project

After accumulated the necessary materials, students in each group worked on preliminary sketches and graphic organizers until they decided on a final design. Some of them were given a task to rewrite several descriptive texts that had the best scores on the coloured paper. Another one made some accessories from the carton and the others tried to draw something on the paper.

Preparing to Present the Project

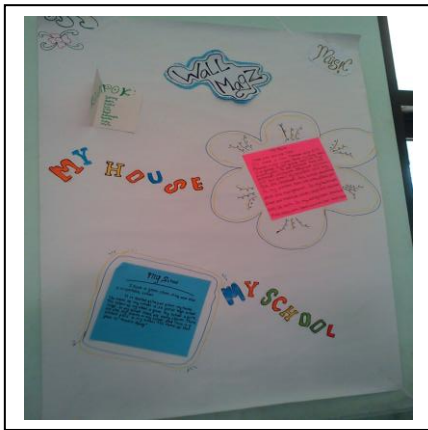
It was more than 50 minutes spent by the students. The teacher warned them to finish the project 5 minutes later. Then, he told them that they had to present their wall magazine in front of the class. In 5 minutes left, the students tried to do their best. They checked all the content needed to be presented on the wall magazine. They also completed the decoration as interesting as possible.

Presenting the Project

After finishing the project, the teacher has to give a little time to the students to prepare their selves in presenting their result of the project in front of the class. They must ensure that the project is ready to be presented.

During this stage, students became aware of the ways their presentations and met the criteria of assessment. The teacher-coach observed how engaged they are in presenting their projects. He gave a chance for every student in a group to deliver their thought during the presentation. He said that another big score would come from the presentation given.

Group 1:



Group 2:



Group 3:



Group 4:



Reflecting on the Process and Evaluating the Process

The last, the teacher and the students have to reflect every process in conducting the project by giving comments or feedbacks. Besides, the teacher must give the evaluation about the project based on the criteria given. By doing these, the students can reflect their own ability and improve the lack from the experience.

In the end of the class, the teacher gave them an evaluation about their writing and project. He explained all the important things during the activity and the purposes of writing the descriptive text and making wall magazine. He added some opinions that this activity would lead them to be a decision maker in conducting some projects in the process of learning. In addition, he also said that passion was needed to finish every project even task in every condition like they had done in this project.

The Students' Writing Ability

In this part, the researcher measured the students' writing ability from the result of the writing about describing place. She analysed the components of the writing proficiency suggested by Heaton (1989). The components of writing proficiency are content, organization, vocabulary, language use, and mechanics. Besides, the researcher tried to link the students' writing ability for wall magazine by looking at the assessment criteria for wall magazine.

My School

I school in 26 Junior High School. My school is very clean and nice.

My school address is Banjar Sugihan number 21 Surabaya. In my school, there is canteen 'Apung', library, laboratory science, match, social study, English, and art with classroom. In my classroom, there are pictures, watch, whiteboard, tables, chairs, wall magazine, and fans.

Student in here very confidential. They also good.

I love my school.

That is the writing from MJ. From the writing above, the researcher found that she did many mistakes in the language use. She looked confused with the usage of 'there is' and 'there are'. Automatically, she could not differentiate between singular and plural. It could be seen from her writing. She did not make the singular and plural to be separated in different sentence, for example: *In my classroom, there are pictures, watch, whiteboard, tables, chairs, wall magazine, and fans.*

Talking about the content, she did understand about what she wrote. She described her school specific enough, but less of details. She just mentioned the address of her school, the various rooms there, the things in her classroom, and her friends there.

In MJ's writing, the vocabulary is monotone. She did not use any vocabularies there. Hence, she just could write a few simple sentences in describing her school.

Additionally, the organization of MJ's writing was good enough. She wrote the descriptive text based on the generic structure of it. In the first paragraph, she wrote a simple identification sentence to draw a general description about her school. However, in the last paragraph, after described her school and classroom, she wrote a sentence that did not has any relationship with the sentences before. Besides, she did not use transition signal to make it to be in a good order

The last, she used the punctuation and the spelling clearly. She almost did not any mistake in her writing in the mechanics skills. Nonetheless, she could not make her writing to be interesting in the appearance category.

Based on Tarigan (1984), he stated that a good writing for wall magazine can be measured from the original writing product from the writer, the understandable language use, the submission of the information presented, the brief of the explanation, and the various long and short of the sentences use. Considered MJ's writing, it was the original of her writing. She wrote it with her own, but she seemed failed in presenting the information about her school on wall magazine. Therefore, the reader did not catch a specific or brief explanation given. Talking about the language, it was understandable enough though there were many mistakes in grammar and structure.

My Classroom
I have a nice and big room.
It is located in the my school. In my room there is tables, chairs, pictures, whiteboards, locker, brooms, funs. My classroom is clean I love my classroom because fery comfortable.
In my classroom I can study many more. In my classroom, I have a lot of friends.

It was NSA's writing. She wrote a descriptive text about her classroom. From the content, she tried to describe it particularly. She mentioned every object in her classroom, but not in

details. She only wrote *'there is tables, chairs, pictures, whiteboards, locker, brooms, funs.'* and *'My classroom is clean'* as the description of the text.

In her writing, she did a few mistakes in writing the phrase and the spelling, for the example: *'fery'* and *'funs'*. The vocabulary was not various. Therefore, she wrote the text in a very short one.

Furthermore, the language use was not very good. She often did mistakes in using singular and plural. NSA still confused in using additional 's' to describe the singular or plural thing. Besides, she wrote *'In my room there is tables, chairs, pictures, whiteboards, locker, brooms, funs.'* on her paper. It meant that she could not use 'there is' and 'there are' and differentiate the usage of them. Moreover, the structure of the sentence is bad. She could not arrange the words correctly, for example: *My classroom is clean I love my classroom because fery comfortable, and It is located in the my school.*

Considered that the generic structure of descriptive text was identification and description, NSA wrote every sentence on the correct structure. On the first paragraph, she wrote a very simple sentence generally as the identification. Moreover, she described all several things in her classroom on the second paragraph. It was a good enough. Nonetheless, the sentences were not coherence and not in good order. In the end of the sentence, she wrote a sentence that was out of point.

Seeing the appearance, the punctuation, and the spelling of the writing, NSA could be concluded that she was in the category of inadequate level. It was because she could not use the correct punctuation in several sentences such the usage of coma.

Seen from NSA's writing for wall magazine, she tried to give a brief description about her classroom in a very short paragraph. However, the information given was less specific and detail. The language use was understandable enough for the low level like her, but it was not too good to be presented on wall magazine.

My Room
I have a large, nice, and comfortable room.
It is located beside the living room. The colour of my room is white. In the wall there are pictures of beautiful Paris City and B.A.P's poster. In my room, there is a bed. There are some pillows and bolsters. There are two cupboards. One for me and one for my sister. I love my room very much!!!

The content of LF's writing focused on the description of her room. She described the condition of her bedroom by mentioning the colour of the wall and the goods in her room. Every sentence was not out of topic.

Moreover, LF used the phrase correctly in every sentence. She understood the meaning of each word. Hence, she did not make any mistakes in using the words. The choice of the words was very good. It made the writing was easy to read.

The language use was perfectly done by LF in writing a descriptive text. She mastered the simple present tense excellently. There was no mistake in using the tense. Besides, the use of 'there is' and 'there are' to describe singular and plural nouns were completely clear. All the sentences were effective too.

Furthermore, LF's writing organization is good. It was because she could write the ideas clearly. The supportive sentences were also coherence with the main idea in the paragraph. Besides, the structure of the sentence was very good.

The mechanics skill of LF was very great. She used the correct punctuations and spelling in every sentence. She also understood when she used the capital letters in her writing. Additionally, she kept the paper clean and made it very neat to see. According to the criteria given by Tarigan (1984) about a good writing for a wall magazine, LF can be said that her writing could deliver a short description but give the core of the information she wanted to show. She mastered the use of language. Therefore, every sentence was understandable to read.

My Lovely Room

I have a favourite room. My favourite room is my bedroom. It's not nice but it's cozy.

My bedroom is located in the 2nd floor. Next to my father's bedroom. My bedroom's size is medium and the colour is white. There are four windows and I close two of them. The door is small. Brown coloured and it's full of stickers. The ceiling's colour is beige.

In my room, there is a black LCD TV. Next to it, there's a white DVD player and tall speaker. Under the LCD TV, there is a long brown table which is full of books.

There is a black computer which I adore. Under it, there is a black small table. Next to it, there is a big desk

which holds books, dolls, and some trophy. Next to the desk, there are a photo of me and my elementary friends.

In front of the desk, there is a short, black chair which I use to sit for studying. On the right corner, there is an orange bed with two pillows and one bolster. On the left corner there is a white air conditioner.

NIR wrote the longest descriptive text among her friends in the classroom. She wrote all the things perfectly in this description. The content gave much information about her room completely. In the second paragraph, she started to describe the location of her bedroom, for example: *My bedroom is located in the 2nd floor. Next to my father's bedroom.* She also mentioned the size of her room and the details such as the colour of the window, the door, and the ceiling. In the third paragraph, NIR described all her stuffs around her bedroom in details. It seemed that she did not miss one thing in that room to be described on her paper. Overall, the content was focused on the topic and the idea of each paragraph. In this element, NIR could be said that she had knowledge how to write a good description.

After analysed the content, the use of vocabularies were very great. She knew well how to make a noun phrase with several combinations between adjective and noun such as *a black LCD TV, a white DVD player, a long brown table, a black small table*, etc. Besides, NIR did not make any errors in the use of word and the selection of word. She knew the meaning of every word in her sentence.

Additionally, NIR understood the use of simple present tense in writing descriptive text. It can be proved from her writing. She did not make any mistakes at all. She also knew the use of singular and plural nouns perfectly. NIR could differentiate them in another sentence effectively. Moreover, the sentences were arranged variously. She could make them to become an interesting passage.

Pondered the organization of NIR's writing, she succeeded to write a good descriptive text. It was because she could describe her bedroom based on the rhetorical structure of descriptive text. In the first paragraph, she gave a brief identification about her lovely room generally. In the second and the third paragraph, she described all the things in her bedroom in details. Moreover, she could deliver her ideas clearly through her writing. She also made every sentence to become a coherence paragraph.

The last element of writing was the mechanics. It measured the punctuation, the spelling, and the appearance of the writing. From all those points, there were not any errors in the use of punctuation and spelling. She did it excellently. In addition, the appearance of her writing was very good. There was no scratch or spot of dirt on her paper.

According to NIR's writing, she was really good in writing her description about her room. She could deliver the information very well. The content was clear and understandable to be presented on the wall magazine.

After describing the result of the research about the implementation of project-based learning and students' writing ability, the researcher wanted to discuss the result in the discussion.

The Implementation of Project-Based Learning

After conducted the observation about the implementation of PBL, the researcher found that PBL could be implemented to teach writing descriptive text. In this study, the researcher reported that the teacher used wall magazine as the project result. Actually, wall magazine is not a new thing for the teacher and the students, but it was rarely used as the project in the process of learning. Since the government launched the new curriculum, named the curriculum of 2013, the teacher was suggested to use effective techniques or approaches in the teaching process. Therefore, the teacher chose PBL as the best way in teaching writing descriptive text.

On the first meeting, the teacher tried to stimulate the students by giving the real example of descriptive text. He did not give them any texts, but asked them to see all the things in the classroom. Each of students was asked to mention each of available goods orally. They did it very well. All the students were active and enthusiastic in mentioning all the things in their class though there were some mistakes structurally. This activity was very good to train them. Therefore, they could understand through learning by doing. After the students could mention the things well, the teacher showed the other pictures of several places. The purpose of doing this was to increase the understanding of the students about descriptive text. After that, to enrich the students' comprehension, the teacher explained about descriptive text theoretically such as the generic structure of descriptive text, the language use, the purpose of descriptive text, etc.

Furthermore, the activity of writing was started when the teacher taught the students how to write in sequences. According to Oshima and Hogue (2000), they said that writing has three stages to be implemented to produce a good writing. They are prewriting, planning or outlining, and the writing. Firstly, prewriting was the activity to train the students to write freely without feeling afraid of making mistake. In the first stage of

writing process, the teacher let the students involved their selves in prewriting by saying a sentence to the teacher to continue the statement. The teacher used his laptop to write some examples of making sentences and projector to show the writing to the students. He asked every student to make a sentence by saying or typing it to the teacher's laptop. By seeing the explanation about prewriting, this activity probably could be categorized as prewriting activity. Secondly, outlining was an activity where the writers had to plan what they should write on the paper. This activity was completely done by the teacher. He gave the students an example how to make an outline before writing. The last was the writing stage. In this stage, the students did the activity well. They looked understand about all the directions from their teacher. In the teaching writing, the teacher tended to use the simple stages of writing process as stated by Oshima and Hogue instead of using the stages from Meyers (2005:3) who said that there were six steps in the process of writing. Actually, the teacher had said that he had a limitation of time in teaching writing descriptive text. He had only two meeting before having final test week. However, it was not a problem. The simple stages could be applied successfully to teach writing descriptive text. Moreover, the students understood and followed the steps correctly.

As stated by Layman (2009) that the first stage of the implementation of PBL was setting the stage with the real-life samples of the project. In this case, the teacher gave the students a real example of wall magazine that was decorated and organized very well. Therefore, they were interested to see and read the passages on that wall magazine. Additionally, as explained before, the teacher also did this stage perfectly by asking the students to mention every single thing in the classroom directly. This activity could be said that the teacher involved the students with the real life samples in describing place. For this stage, the researcher concluded that all the activities were manageable based on the rule of the first stage of project based learning.

The second stage was the teacher let the students took their role as project designer. They had a chance to plan and design their wall magazine with the writings on it. At the same time, the teacher changed his role to become a coach or facilitator who monitored and facilitated them. As explained by Thomas (1998) that projects should bring challenging questions that cannot be answered

by rote learning. They put students in an active role such as: problem solver, decision maker, investigator, or documentarian. Hence, the teacher had to give an opportunity for them to find and overcome the problem by their selves, to decide everything in the discussion activity, and to investigate the information about the project. During the observation, the researcher found that the students could involve their selves in this stage very well. Therefore, the teacher had done the stage successfully.

On the second meeting, the teacher did the activity in the classroom based on the third stage of the implementation of PBL. In this chance, the students discussed and accumulated some information about the project. Based on Layman (2009), he said that the students needed to collect information as much as they could in order to complete necessary things for their design. Actually, this activity could bring several advantages for them. By accumulated important background information, they had to read some sources as many as possible. Automatically, it could increase their knowledge base and improved their writing skills. Besides, this activity could improve communication and interpersonal or social skills of the students (Grant, 2011). It was because they had interaction with their friends in a group when they delivered their opinion or information to all the members.

The next stage was negotiating the criteria for evaluation. The criteria were needed to assess the result of the project. Hence, the teacher needed to draw a brief requirement of the assessment. The students agreed with the criteria. They used them as the standard rule to get the best score. By giving them, it could create a competitive atmosphere in the classroom. Every student was motivated to present the best among all. Additionally, in the implementation of project based learning should give motivation to the students in order to activate their passion, creativity, and empathy (Thomas, 1998). In this case, the teacher succeeded to passionate them to finish the project perfectly.

After given the criteria, the students were asked to collect the important material. This activity was based on the fifth stage of the implementation of PBL. It was needed to ensure that the students were ready for the project. Therefore, there were not any students who did not involve in the process of making wall magazine. In this stage, the teacher had a role to check the necessary materials brought by the students.

Furthermore, on the next stage, the teacher asked the students to create the project immediately because of the limitation of time. All of them looked busy and hurry in conducting the project. They were very vibrant and uncontrolled. However, there was their teacher who could handle the situation. In the process of creating the project, the students worked with their friends. Through this kind of activity, they could enhance professionalism and collaboration among colleagues, and opportunities to build relationships with students (Thomas, 2000). Those are several points that emphasized in the implementation of PBL in the students' learning process. Besides, in creating the project, the students could increase their creativity such as stated by Thomas (1998). That is another point that must be supported through PBL.

The time was manageable enough. Less or more than an hour, the students had finished the wall magazine. After that, they had a little time to prepare for presenting the project in front of the class. Through the limitation of time, the teacher actually could assess them by seeing the accuracy time needed for the group in finishing the project. He could see whose group could handle the time management. This could be categorized as problem solving where they had to cope with the time limitation. The next activity was the students' turn to present their wall magazine. The presentation was a short description about the result of the project. Every member of the group had to give short explanation and deliver their thought about it. By doing this activity, it also could build communication skill for the students as stated by Grant (2011).

In the end of the activity, the teacher evaluated the students' project based on the criteria given. He had to give a brief evaluation to show the lack and the excess of students' writing and project. Therefore, they could measure their own capability in conducting the project. Besides, the teacher reflected on the process of writing descriptive text and creating the wall magazine through all the stages done. He gave them suggestions, motivations, and advices before closing the class. By doing those things, the students would be more enthusiastic and responsible of what they had done.

However, there was a lack when the teacher implemented PBL to teach writing descriptive text. That was when the teacher did not give many opportunities for the students to write with different type of descriptive text. According to Nunan (2003), he explained that there were several

principles in teaching writing. One of them was giving chances for the students to write. It meant that they needed time to exercise their selves to write. Considering that the students would have a final test week in the following week, the teacher could not provide that opportunity.

In conclusion, the stages of the implementation of project-based learning were completely done by the teacher. He did them very well in sequence. From the result of this observation, the project of wall magazine could bring many advantages for the students in their learning process. Basically, they could learn writing from everything, but they need something to build their confidence. Additionally, the teacher also obeyed the principles of teaching writing and followed the process of writing in his teaching process.

The Students' Writing Ability

In concluding the students' writing ability, the researcher tried to give a brief description about their writing. The researcher analysed and assessed the writing from 5 components or elements of writing. They are content, vocabulary, language use, organization, and mechanic. The researcher tended to use the assessment of writing suggested by Heaton (1989). These are the descriptions of the students' writing ability:

Firstly, the content in the students' writing clearly told about the detail of the description. It meant that they had good knowledge about the descriptive text. They understood about the composition in writing a description. Besides, the result of their writings was simple but accurate in describing the place. They wrote naturally based on the available objects in the place described. The sentences were not out of the topic or the theme.

Secondly, the students' vocabularies are not various. They did words error or idiom form occasionally. Based on Heaton (1989), he indicated that the students who were in this level tended to make a mistake in the use of word but not obscured the meaning. From the students' writing, the researcher found that sometimes they were confused in differentiating the class of the word between noun, verb, and adjective. However, the error words usually still on the same meaning.

Thirdly, in writing descriptive text, the students often did many mistakes in the use of singular and plural nouns. They still found any difficulties to express the plural one. Moreover, the use of 'there is' and 'there are' were not correct. The students always blended the singular and plural

to be one in a sentence. Besides, the students did not know the difference between nominal and verbal sentence. In this case, they still found a major problem in simple sentence construction in the language use.

Fourthly, it showed the students' ability from the organization of their writing. It indicated that they could stand out the main ideas clearly in each paragraph. However, sometimes they tended to write a sentence that little bit out of point. Based on Heaton (1989), he said that the style of their writing was choppy. The students wrote the description based on the generic structure of descriptive text. Hence, each paragraph was well organized.

Lastly, the students' mechanics writing ability was assessed from the use of punctuation, spelling, the appearance, etc. Overall, most of students did not make any errors in the use of punctuation. Sometimes, a few of them forgot to put coma or full stop in several sentences. However, most of them were rarely used the misspelling. They wrote each of word in a correct spelling. Besides, they knew and understood the use of the capitalization. They knew when they used the capital letters and understood the function of it.

In conclusion, the students' ability in writing description for wall magazine was more considered to the function of writing that should give information or present an interesting passage to be read by people.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the research in the previous chapter, the researcher concludes that:

1. By conducting a project, the students looked very enthusiastic. It was because there was a competition between them. Every project had the criteria to be assessed. Therefore, the students will do the best for it.
2. In the implementation of project-based learning, the result of the students' writing was good. They were categorized as good to average level for the elements of writing such as content, vocabulary, organization, and mechanics. They was only categorized as fair to poor in the elements of language use.
3. Problems that mostly faced by the students in writing was the lack knowledge in the use of singular or plural nouns.
4. Overall, the students were very active and confidence to be involved in the implementation of project-based learning.

Suggestion

According to the conclusions above, the researcher would like to give some suggestions to the teacher and students who were involved in the implementation of project-based learning. They are as follows:

1. For the teacher
 - a) In the implementation of project-based learning, the teacher should manage the time for teaching writing much better than before. The students need more practice to improve their writing.
 - b) The teacher should teach more about the language use to the students. It is because they did many mistakes on it.
 - c) Try to explore more about the project that can be used in another implementation of project-based learning in order to motivate the students to learn more.
2. For the students
 - a) The students are hoped to explore their selves in enriching their vocabularies.
 - b) In conducting the project, the students should be more creative in developing their ideas through the project.
 - c) The researcher hopes that the students can write better.

Massi, M. P. 2001. *Interactive Writing in the EFL Class: A Repertoire of Tasks*. The Internet TESL Journal VII.

Meyers, Allan. 2005. *Gateways to Academic Writing: Effective Sentences Paragraph and Essay*. New York: Longman.

REFERENCES

Batacherjee, A. 2012. *SOCIAL SCIENCE RESEARCH: PRINCIPLES, METHODS, AND PRACTICES*, The Global Text Project.

Bima M, B., Cicik Kurniawan. 2005. *Let's Talk: Grade VIII for Junior High School*. Bandung: Pakar Raya.

Boardman, Cynthia. A. 2002. *Writing to Communicate (Paragraph and Essay)*. New York: Longman.

Cimcoz, Y. 1999. *Teaching ESL/EFL Students to Write Better*. The Internet TESL Journal V.

Grant, M. M. 2011. *Getting a grip on project-based learning: Theory, cases and recommendations*.

Meridian: A Middle School Computer Technologies Journal, 5(Winter).

Heaton, J.B. 1989. *Writing English Language Test*. London: Longman.

Louis Cohen, L. M., & Keith Morrison (2007). *Research Methods in Education*. New York: Routledge.

Markham, T. 2011. Project Based Learning. *Teacher Librarian*, 39(2), 38-42.

